DOCUMENT RESUME

ED 118 971 CE 006 550

TITLE Life Career Development: A Model for Relevant Education.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Pupil Personnel Services.
PUB DATE 74
NOTE 43p.; For related document, see CE 006 549

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS Career Awareness; *Career Education; Career Exploration; Career Planning; *Guidance Programs; *Models; *Program Development; Relevance (Education); Statewide Planning; Teacher Developed Materials; *Vocational Development

ABSTRACT

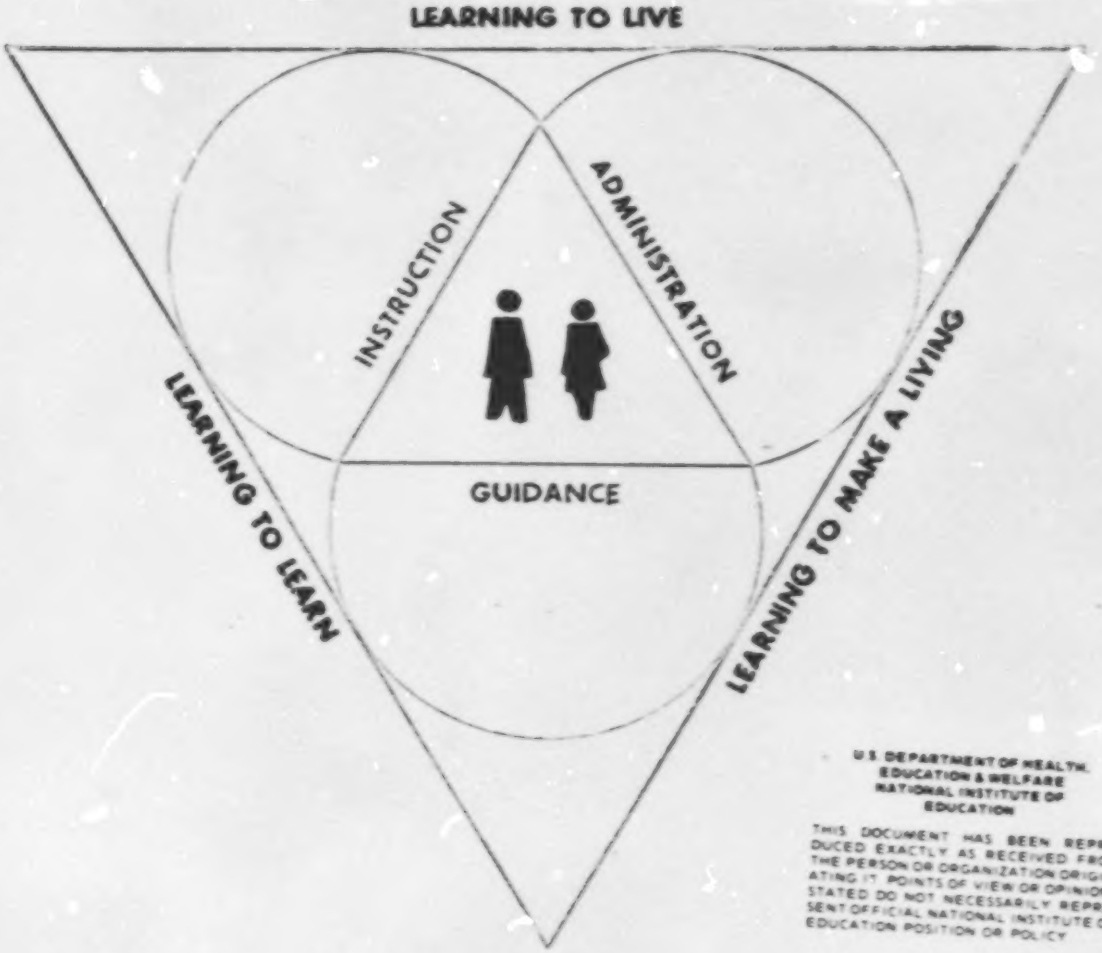
The North Carolina Plan for a life career development model provides a statewide framework on which to build meaningful local programs based on local situations and populations. The three domains of career education (learning to live, learning to learn, and learning to make a living) form the North Carolina Career Education Task Force's rationale, which, in turn, was used as the basis for the model. A guidance program with sufficient funds, personnel, and materials is essential for the model to be effective. The career development model deals with the goals, performance objectives, and activities that are of most concern to the development of a guidance-based program within the three domains identified by the task force. The model's three main areas of concern are grades K-6, in which awareness is the major concentration; grades 7-9, where exploration is emphasized with awareness being a continuous process; and grades 10-12, where awareness and exploration are of concern but preparation receives the major focus. (Author/BP)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118971

LIFE CAREER DEVELOPMENT

A Model for Relevant Education



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Developed by a group of North Carolina educators appointed by the State Department of Public Institution, Division of Public Personnel Services

1974

CE 006 550

LIFE CAREER DEVELOPMENT

"A Model For Relevant Education"

This document was developed by the following educators:

CONSULTANT: Dr. Norman C. Gysbers, Director
Career, Guidance, Counseling and
Placement Project
University of Missouri
Columbia, Missouri

DEVELOPERS: K-6

Carol Wildanger
Dorothy W. Hardy
W. Robert Iddings
Pat Glover
Jack Knox
Glen R. Martin
Mary M. Fowler

7-9

Catherine Clark
Charles Woodul
Jacqueline Hill
Geraldine Carroll
Wayne Dillon
William Hubbard

10-12

Judy Shoai
Edythe Tweedy
Betty DeVault
Fred B. Adams
Alice Solomon
Jean Leigh
Frank G. Fuller
Glen R. Martin

Consultation for the development of this model was provided by the Career, Guidance, Counseling and Placement Project, University of Missouri - Columbia, funded through a grant (OEG-0-71-4663) from the U. S. Office of Education, Bureau of Occupational and Adult Education.

The developers wish to express special appreciation to Mr. Fred B. Adams, who edited the entire manuscript, and to Miss Judy Hill and Mrs. June Denton for their excellent job of typing. Appreciation is also expressed to Mrs. Sue Cherry, Mrs. Frankie Ray and Mrs. Judy Smith for their clerical assistance.

PREFACE

Dr. Norman C. Gysbers
University of Missouri

At the turn of the century, education was designed to provide an action oriented, practical society with an intellectually rich environment. Profound and far reaching changes have occurred in our society since then, however. Changes such as longer periods of formal education, the emergence of large and complex occupational and industrial structures and increasing urbanization have created special problems for all but particularly for youth. These changes and others have tended to wall off youth from purposeful, practical and responsible participation in the world outside of school. As a result, they lack experience, knowledge and understanding to respond to these changes. Many youth develop a sense of career awareness only when they are faced suddenly with the prospect of choosing an educational program, and occupational option, or a leisure time activity. Frequently they are unaware of critical career information and they lack adequate career linked values and attitudes for dealing effectively with the career tasks they must face.

Meeting the career development needs of youth and adults through effective career guidance programs is the responsibility of all educational personnel at all levels and will require that career guidance be approached in a manner commensurate with other major educational goals. The North Carolina Plan for a life career development model provides a statewide framework on which to build meaningful local programs based on local situations and populations. The Plan is a positive response to public concern and has the potential of being a major force in making education relevant to today and tomorrow.

INTRODUCTION AND PURPOSE

In developing a model for career planning and development, the Committee accepts the definition of Career Education as proposed by the North Carolina Career Education Task Force. The definition is:

> *Career Education consists of the knowledge, understandings, skills and attitudes aimed at enhancing the individual's abilities to cope with the problems of learning to live, learning to learn and learning to make a living. It is an approach to learning and teaching which combines organized classroom experiences with the reality of the world in which we live and work. It provides curricular options and personal alternatives and experiences appropriate to each individual.*

The Committee believes that if this concept of Career Education can be implemented in North Carolina it will enhance the ties between academic and occupational education and bring the community and school closer together. We believe the term *career* is broad in scope encompassing the total life of the individual. The term *schooling* is narrower in scope encompassing those experiences for which the school is responsible. We believe that Career Education will result in more relevant schooling by bringing school and community together.

The particular domains of Career Education, designed to help each student secure and maintain a satisfactory life style are:

....learning to live

....learning to learn

....learning to make a living

The Committee believes that the school cannot accomplish its goals within these domains through the instructional program alone. A guidance program with

sufficient funds, personnel, and materials is essential if comprehensive career education is to succeed.

The guidance program is concerned with four major areas:

(1) ...development of self knowledge and interpersonal skills.

(2) ...life career planning knowledges and skills (i.e. learning how to appraise options; learning how to process information; etc;)

(3) Knowledge of the work and leisure worlds.

(4) Basic studies and occupational preparation (includes traditional subject matter areas).

The accomplishment of aims and objectives within these four concerns requires strategies involving the administrative, instructional, and guidance programs, with the instructional and administrative staff assisting in the implementation of student activities and the guidance staff serving as counselor, coordinator and/or consultant when the need arises.

The Committee accepts the rationale of the North Carolina Career Education Task Force with regard to the emphasis important at the various levels within the schools. It recognizes that AWARENESS is more important at the elementary level, EXPLORATION is more relevant at the junior high level, and PREPARATION dominates at the high school level.

This Model deals with the goals, performance objectives, and activities that are of the most concern to the development of a guidance-based program within the three domains identified by the Task Force. It is intended to be used as an example of programs in the area of guidance which can be developed using the career education philosophy. In no way is it intended to be implemented as it exists. Rather, it should provide a model and stimulate other schools or school systems to develop similar models which respond to the unique needs of their work setting.

DEFINITION OF TERMS

Career Education - The process of teaching and learning basic skills and related learnings so as to prepare students for coping with the problems of living, learning, and making a living.

Awareness - Recognizing those opportunities in a person's environment which can be used to accomplish his goals.

Exploration - The process of "trying out" various behaviors for the purpose of determining whether or not these behaviors are compatible with one's self and style of living.

Preparation - Acquiring the competencies necessary to prepare students for the next step - whether that be further training, or entry into the world of work.

Domain - Areas of educational development that serve as an organizational framework for the Life Career Development Model.

There are three (3) Domains as set forth by the Career Education Task Force - State Department of Public Instruction:

1. Learning to Live
2. Learning to Learn
3. Learning to Make a Living

Concepts - Statements that identify important educational directives as set forth by the Career Education Task Force.

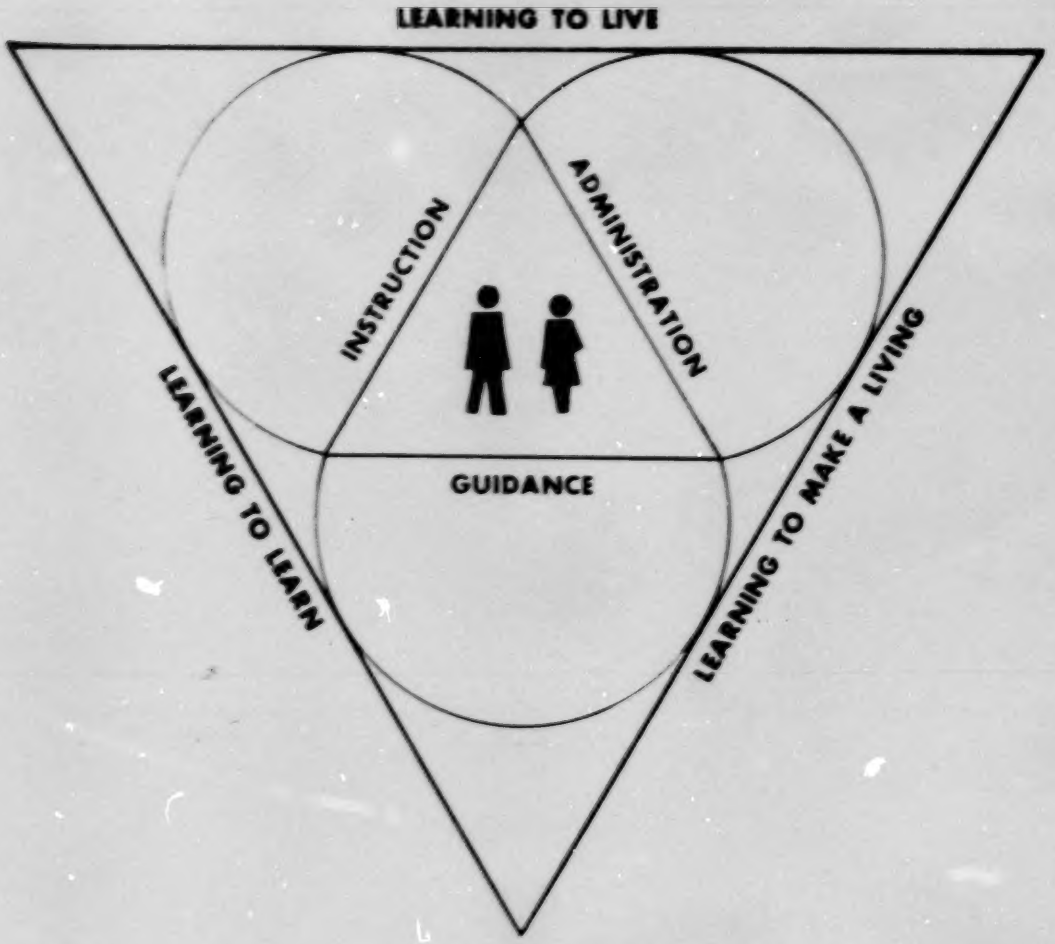
Goals - Statements that identify specific learning experiences in terms of knowledge, skills, and/or attitudes as set forth by the Career Education Concepts.

Objectives - Identified behaviors that students can exhibit or demonstrate as a result of a particular learning experience.

Activities - Selected units of study, organized meetings, and/or sessions that have a high probability of meeting the stated objectives.

Grade Levels - Organizational breakdown of grades: K-6 for the elementary, 7-9 for the junior high, and 10-12 for the senior high.

LIFE CAREER DEVELOPMENT
A Model for Relevant Education



Grades K-6	Grades 7-9	Grades 10-12
AWARENESS	awareness	awareness
	EXPLORATION	exploration
		PREPARATION

The pictorial Model, as presented on the previous page, was developed by the Committee to graphically depict the life career development concepts as they would exist in an educational environment.

Represented on the outer perimeter of the triangle are the three learning domains identified by the Career Education Task Force of the North Carolina State Department of Public Instruction. The three domains are living, learning, and making a living.

Instruction, Guidance, and Administration, three educational roles, are introduced into the model as partial circles to represent the relationship and dependency of the roles on each other. The center most part is the "core" of the model, represented by a triangle which overlaps a portion of each circle to represent the three roles cooperatively working for the life career development of all students. It is at this point that guidance, instruction and administration overlap in their impingement upon students. Care should be taken, especially in the areas of overlay, that the three roles work in unity and not as three separate entities.

The lower portion of the model has the three grade levels represented with awareness, exploration and preparation receiving particular emphasis at various levels. In the K-6 grades, AWARENESS is the major concentration while the 7-9 grades emphasize EXPLORATION with *awareness* being a continuous process. In the 10-12 grades, *awareness* and *exploration* continue but PREPARATION receives the major focus.

AWARENESS

K - 6

ELEMENTARY

GRADES K-6

DOMAIN: LEARNING TO LIVE

CONCEPT: Education Places Emphasis On People

GOAL 1: For the student to demonstrate knowledge about his own interests, abilities, and aptitudes and his relationship with other individuals

OBJECTIVES: The student will....

a. learn to identify, understand and express in appropriate ways such feelings as love, joy, peace, fear, anger, frustration and other positive and negative feelings either verbally or through play media

b. develop an awareness of similarities and differences among people

c. develop the awareness of significant others (family, peer, community) in his environment and learn to form meaningful relationships with these individuals and groups

d. learn to feel positively about himself (self acceptance, responsibility, etc.)

GOAL 2: For the student to analyze personal interests, aptitudes, goals and opportunities in identifying possible uses of leisure time

OBJECTIVES: The student will....

a. experience opportunities to express interests, exercise talents, and explore areas in which to develop additional interests and talents

b. become aware of the relationship between one's choice of work and the availability and utilization of leisure time

GOAL 3: For the student to experience satisfaction as a result of learning

OBJECTIVES: The student will....

a. experience success in classroom activities daily

b. learn to translate classroom learning into meaningful and relevant experiences that are personally satisfying

LEARNING TO LIVE (Continued)

GOAL 4: For the student to demonstrate the ability to clarify his own values

OBJECTIVES: The student will....

a. understand the impact of feelings and values of others and their relationship to his own values

b. develop a meaningful lifestyle based on socially acceptable and personally satisfying values

c. learn to accept responsibility for his decisions and the resulting consequences and behavior

GOAL 5: For the student to comprehend the characteristic roles of each stage of the life cycle

OBJECTIVES: The student will....

a. develop an appropriate pattern of dependence, independence, and interdependence

b. mature in his awareness of where he's been, where he is, and where he's going

GOAL 6: For the student to identify alternative ways of accomplishing personal goals (needs)

OBJECTIVES: The student will....

a. experience and explore several ways of achieving personal needs (develop goals and aspirations)

b. develop alternate ways of coping with and overcoming limitations which can be changed

GOAL 7: For the student to understand and appreciate people with varying values and lifestyles and their contributions to society

OBJECTIVES: The student will....

a. become aware of the varying cultural groups in society

b. come to appreciate the contributions of various cultural groups

c. learn that there are varying lifestyles within a cultural group

SUGGESTED ACTIVITIES FOR LEARNING TO LIVE

1. Collect pictures of persons expressing feelings, then identify those feelings or emotions and perhaps relate them to himself.

2. Role play emotions.

3. Develop a puppet show that expresses emotions.

4. Use kits such as the DUSO Kit and the Peabody Language Development Kit.

5. Observe physical, emotional and personality differences among peers.

6. Discuss likes and dislikes in small groups.

7. Use films and filmstrips; examples - "Me, Myself and I" series and the "Robert and His Family" series.

8. Draw a family tree.

9. Participate in group counseling sessions.

10. Become involved in writing activities, i.e.

    a. "What I Like to Do"
    b. "What I Can Do Well"
    c. "I Feel Best When..."
    d. "I Like Myself Because..."
    e. "I Wish I Were..."

11. Plan some activities according to individual interests and needs.

12. Participate in creative dramatics: "Show and Tell," hobby corners, talent shows, activity fairs, arts and crafts activities.

13. Invite community resource people to the classroom.

14. Survey people of various occupations and note similarities and differences in leisure time activities.

15. Experience hands-on activities such as setting up a company to make products like bird houses, pencil holders, note holders, paper weights, etc.

16. Participate in games such as monopoly, careers, candyland, checkers, etc.

17. Complete unfinished stories.

18. Analyze values as portrayed in comic strips.

19. Explore values depicted in commercially made materials such as the DUSO Kit, Human Values Series, the "Lollipop Dragon" filmstrips, etc.

20. Participate in small group discussion and counseling sessions.

LEARNING TO LIVE (Continued)

21. Read biographies and discuss the characteristics of famous people.

22. Use role playing techniques and develop role models.

23. List some ways that we are dependent upon and independent of others.

24. Study roles and relationships of various family members.

25. Discuss our dependency on community helpers.

26. Work on projects in groups and analyze importance of team cooperation.

27. Keep a continual record of physical growth.

28. Tape record reading at intervals and critique samples of other academic work.

29. Read biographies such as Helen Keller, Monty Stratton, Jackie Robinson, Ray Charles, etc.

30. Use activities such as blindfolding, binding preferred limb, etc., to increase sensitivity.

31. Use unfinished stories and filmstrips.

32. Review problem-centered TV programs in small group discussions.

33. Explore alternatives to daily occurring problems.

34. Invite resource people to the classroom who have overcome handicaps.

35. Participate in field trips to various areas of the community.

36. Invite resource people from other cultures to talk about their customs.

37. Explore subject areas such as - art, music, literature.

38. Read and use biographies, films, and filmstrips.

39. Establish contact with people from other cultures by corresponding with pen pals.

DOMAIN: LEARNING TO LEARN

CONCEPT: Education Provides for Increased Learning Options

GOAL 1: For the student to secure and synthesize information needed for the achievement of personal goals

OBJECTIVES: The student will....

a. learn to identify and set realistic personals goals

LEARNING TO LEARN (Continued)

b. learn to collect information pertinent to his goals from a variety of sources

c. learn to plan, organize and utilize his time in order to achieve his personal goals

GOAL 2: For the student to demonstrate the ability to recognize, analyze and benefit from successes and failures

OBJECTIVES: The student will....

a. grow in understanding that some of his goals are immediately obtainable while others must be long term goals

b. learn that in pursuit of personal goals, there may be barriers to overcome

c. learn to recognize the need for continual reassessment of goals

GOAL 3: For the student to understand how the social, economic, and physical environments affect his life style

OBJECTIVES: The student will....

a. experience learning opportunities exposing him to all levels of social and economic environment

b. relate the learning opportunities afforded him in the social and economic environment to his individual aspirations and competencies

c. learn that learning (education) is a life long process affected by the changing needs of society

d. develop awareness of social, economic and physical changes in the community

GOAL 4: For the student to be aware of various means of expressing, interpreting and dealing with emotions

OBJECTIVES: The student will....

a. learn to identify positive and negative feelings and become aware of their influence on his learning behavior

b. learn that emotions are an integral part of one's life and that they may be channeled toward a realization of goals

LEARNING TO LEARN (Continued)

c. learn to deal with emotional impediments to one's optimal learning and development

GOAL 5: For the student to translate ideas into creative forms

OBJECTIVES: The student will....

a. experience opportunities to express himself

b. learn the value of expressing ideas through various methods

c. experience self-fulfillment and self-gratification through the free expression of creative imagination

GOAL 6: For the student to develop the ability to make and execute decisions

OBJECTIVES: The student will....

a. learn the sequential steps of decision-making

b. experience the process of decision-making and use these skills in a variety of situations such as creative problem solving

c. learn to accept responsibility for the results of his decisions

GOAL 7: For the student to demonstrate an appreciation of the value of the continuous learning process

OBJECTIVES: The student will....

a. learn to appreciate that throughout his life span his body of knowledge expands with experience

b. develop and demonstrate the awareness that continuous learning will enhance one's potential to realize goals

c. understand that one's individual needs change as he progresses through life. Career development is a life long process changing with maturity.

SUGGESTED ACTIVITIES FOR LEARNING TO LEARN

1. Practice setting daily goals and evaluating progress at end of day.

2. Participate in activities suggested in the DUSO Kit.

3. Group guidance activities to explore goals and possible alternatives for realizing goals.

4. Write stories of likes and dislikes.

5. Engage in problem solving activities by utilizing the scientific method.

6. Develop career interest centers.

7. Discuss and practice good study techniques.

8. Organize clubs around interests, hobbies, etc.

9. Participate in group discussions about goal setting, decision-making, and responsibility.

10. Participate in individual counseling sessions to assist in analyzing feelings about successes and failures.

11. Participate in activities suggested in the DUSO Kit.

12. Complete unfinished stories using more than one conclusion.

13. Write an autobiography that projects five years into the future.

14. Analyze likes and dislikes

15. Use Fish Bowl game - people on inside are given a task, people on outside observe. Two groups get together and discuss feelings and problem solving techniques.

16. Participate in field trips to areas that emphasize differences in life styles.

17. Visit nearby craft centers and museums. Collect and display examples of crafts.

18. Participate in discussions such as "How - What I Learn Today Will Help Tomorrow."

19. Make models of the community - past, present, and future.

20. Design a model community. Simulate experiences during the year that may affect change in the community such as a new freeway, airport, shopping center, etc.

21. Keep and analyze a daily log of emotions and feelings.

22. Take "Piers-Harris Inventory of Feelings" and participate in individual counseling sessions for interpretation.

23. Discuss ways feelings influence our work.

24. Participate in discussions stimulated by filmstrips such as "Me, Myself and I" series.

25. Discuss or write: "When I'm (Happy, Sad, Angry, Fearful) I..."

26. Analyze characters in stories, identify emotions portrayed and discuss coping techniques.

27. Participate in creative dramatics, role playing and play activities.

28. Participate in class meetings and analyze problem solving techniques.

29. Demonstrate creative expression through hobbies and leisure time activities.

30. Participate in classroom government - set up rules and learn to accept consequences.

31. Make short range plans and evaluate in small groups.

32. Write conclusions to unfinished stories.

33. Discuss alternatives to decisions with significant others.

34. Write an autobiography and note the value of experiential background.

35. Consistently evaluate goals by participating in such discussions as "What Did I Learn Today?," etc.

36. Set personal goals and list educational experiences needed to accomplish these goals.

DOMAIN: LEARNING TO MAKE A LIVING

CONCEPT: Education Emphasizes Pursuit of Personally Satisfying Occupations

GOAL 1: For the student to demonstrate a wholesome and realistic attitude toward work

OBJECTIVES: The student will....

a. recognize that people work for different reasons and receive different rewards

b. understand that occupations develop to fulfill societal needs and contribute to the advancement of society

c. respect and appreciate the contributions of people in various occupational roles

d. recognize the interrelationships and interdependence of occupations

e. become aware that worker cooperation is essential

GOAL 2: For the student to observe and explore a broad array of careers and identify the different characteristics of work roles

OBJECTIVES: The student will....

a. demonstrate knowledge of the fifteen clusters of occupations:

LEARNING TO MAKE A LIVING (Continued)

(1) Agriculture-Business and Natural Resources Occupations
(2) Communications and Media Occupations
(3) Business and Office Occupations
(4) Construction Occupations
(5) Environmental Control Occupations
(6) Fine Arts Occupations
(7) Health Occupations
(8) Hospitality and Recreation Occupations
(9) Manufacturing Occupations
(10) Marketing and Distributing Occupations
(11) Marine Science Occupations
(12) Personal Services Occupations
(13) Public Service Occupations
(14) Transportation Occupations
(15) Consumer and Homemaking Education Occupations

b. demonstrate ability to classify job clusters

GOAL 3: For the student to examine his feelings toward different types of work and identify the contributions of different workers to all society

OBJECTIVES: The student will....

a. grow in understanding the importance of work to the individual and society

b. come to realize that an individual's occupation can influence his life style

c. become aware of the interdependency of occupations

d. be given the opportunity to express his feelings about participating in a variety of occupations

GOAL 4: For the student to select experiences that prepare him for further education and job entry

OBJECTIVES: The student will....

a. learn to appreciate the need to pursue occupational training

b. be able to understand that different kinds of work require varying degrees and types of educational preparation which is related to school subjects

c. be aware that viable career choices may occur in a number of occupations.

GOAL 5: For the student to realize that interests and hobbies may result in saleable skills

LEARNING TO MAKE A LIVING (Continued)

OBJECTIVES: The student will....

a. realize that a specific skill may carry over into various occupational and leisure areas

b. appreciate the importance of participating in activities that relate to career goals

GOAL 6: For the student to acquire the capacity to redirect career goals

OBJECTIVES: The student will....

a. understand that one is able to develop new skills during the life span

b. become more realistic about career goals through increased self-awareness and learning

c. begin to recognize that jobs are modified, eliminated, or created by technological and societal changes

SUGGESTED ACTIVITIES FOR LEARNING TO MAKE A LIVING

1. Invite resource people representing various occupational clusters to discuss occupational roles.

2. Interview people in various occupational fields.

3. Tape record interviews with other pupils around the topic "I wish I could be a _____ because _____."

4. Describe jobs necessary in the manufacturing of a product and the interrelatedness of jobs. (Trace the history of a product such as a hamburger to bring out the interrelatedness of jobs.)

5. Create and manufacture in the classroom a product such as puppets by assembly line techniques.

6. Create bulletin boards and other displays of occupational and job requirements.

7. Study films and filmstrips that explore jobs and job families.

8. Develop a Dictionary of Occupational Pictures (D.O.P.) as a means of classifying jobs within job families.

9. Identify a job and discuss the various clusters it would fall in.
   Ex.-Have a fishbowl from which to draw pictures of various jobs and categorize.

10. Identify jobs by specific categories such as jobs dealing with food. Use flash cards depicting these jobs.

11. Play game of "What if----" as it applies to occupations.
    What if no liked to walk?
    What if people did not like heights?
    What if teachers did not like children?

12. Discuss or report about "Jobs I would most/least like to do and why."

13. Have panel discussions related to all objectives of goal #3.

14. Complete and discuss "If I were a _____ I would _____."

15. Write letters of appreciation to community helpers for services they perform.

16. Develop a diary of the leisure time activities in which certain job holders participate.

17. "Shadow" a person to get some idea of what he does both on and off the job.

18. Play a game of show and tell. After seeing a picture of an occupation, describe what training or special education is needed to perform the job.

19. Study the "life history" of a person in a certain occupation--include experiences necessary for achieving an occupational goal.

20. Classify school subjects with occupational clusters.

21. Role play the same occupation in different settings, such as

    Nurse - operating room
    - rest home
    - doctor's office
    - teaching
    - school

22. Research, discuss and/or report on different jobs within a job family, such as
    Health Occupations - Doctor
    - Dentist
    - Lab Technician
    - Nurse
    - Dietitian
    - Physical Therapist

23. Use a Hobby Day as a spring board for discussing how hobbies can relate to vocations and avocations.

24. Study biographies to see how people's hobbies developed into occupations or professions.

25. Have an Arts and Crafts Fair to give children, parents, and teachers an opportunity to display interests and talents.

26. Make a "Then and Now" scrapbook about certain occupations, such as:
    Heating business in grandfather's time and today.
    Medical technology in grandfather's time and today.

LEARNING TO MAKE A LIVING (Continued)

27. Find old newspapers and study the want ads to find differences in available jobs of the past and today.

28. Study careers of handicapped people to determine if redirection of career goals was necessary because of the handicap.

29. Interview people who have changed jobs and/or careers.

30. Write an autobiography or respond to questionnaires that reflect changing interests at different age levels.

EXPLORATION

7 - 9

JUNIOR HIGH

GRADES 7-9

DOMAIN: LEARNING TO LIVE

CONCEPT: Education Places Emphasis Upon People

GOAL 1: For the student to demonstrate knowledge about his own interests, abilities, and aptitudes and his relationships with other individuals

OBJECTIVES: The student will....

a. identify present interests and achievements as they emerge from his educational experiences

b. identify possible relationships between occupations and the physical attributes of an individual

c. describe relationships between setting priorities and the accomplishment of goals

d. utilize the decision-making process in developing a plan for reaching goals

e. utilize these plans to implement activities leading to his goals

f. evaluate progress toward his goals

g. communicate effectively, utilizing various forms of communication in relationships with others

h. experience success in group activities

GOAL 2: For the student to analyze personal interests, aptitudes, goals and opportunities in identifying possible uses of leisure time

OBJECTIVES: The student will....

a. identify possible relationships between leisure time activities and physical attributes

b. identify the functions of leisure time in his life

c. experience using leisure time within the school day

LEARNING TO LIVE (Continued)

d. identify present interests and achievements related to potential leisure time activities

e. recognize the relationships between work and leisure time activities

GOAL 3: For the student to have the opportunity to experience satisfaction as a result of learning

OBJECTIVES: The student will....

a. relate in-school activities with other life experiences

b. participate in planning learning experiences meaningful to him

c. describe values and experiences meaningful to him

d. demonstrate knowledge of the objectives included in his program

e. carry out steps necessary to reach planned objectives

f. evaluate success in reaching objectives

g. improve self-concept through self knowledge and realistic evaluation

GOAL 4: For the student to demonstrate the ability to clarify his own values

OBJECTIVES: The student will....

a. examine those things that make up a value system

b. identify and clarify his own values as they relate to his life style and aspirations

c. analyze how his perception of others affects his ability to work cooperatively

d. evaluate the role that values play in making career choices

GOAL 5: For the student to comprehend the characteristic roles of each stage of the life cycle

OBJECTIVES: The student will....

a. be introduced to differing roles of the child, adolescent, and adult

LEARNING TO LIVE (Continued)

b. participate in group activities developing knowledge of the adolescent's role in the life cycle

c. explore feelings of self and peers regarding the adolescent stage of the life cycle

GOAL 6: For the student to identify alternative ways of accomplishing personal goals

OBJECTIVES: The student will....

a. explore personal goals and alternatives for accomplishing them

b. evaluate the relationship between life style and personal goals

GOAL 7: For the student to understand and appreciate people with varying values and life styles and their contributions to society

OBJECTIVES: The student will....

a. be introduced to differing values and value systems

b. examine differing values within the peer group

c. demonstrate comprehension of differing values

d. make progress toward judging individuals open-mindedly (without stereotyping)

e. explore the effects of a changing society (customs, traditions, and attitudes) in relation to his life career choices

SUGGESTED ACTIVITIES FOR LEARNING TO LIVE

1. Inventory his interests through surveys, checklists, individual and group activities.

2. Be provided information and assistance in interpreting his own test results and other appraisal devices.

3. Identify achievements through individual and group activities and interpreting achievement test results.

4. Be provided with educational and occupational information.

5. Be provided the opportunity for individual counseling sessions.

6. Be provided opportunities to participate in group guidance sessions dealing with student concerns.

LEARNING TO LIVE (Continued)

7. Choose goal and develop a plan for achieving it.

8. Utilize instructional games, such as Life Career Game.

9. Use role playing when appropriate to illustrate the necessity for setting priorities.

10. Maintain a written record of goal achievement for a period of time.

11. Participate in activities utilizing non-verbal communications (charades and other non-verbal games).

12. Participate in communications games such as "Gossip."

13. Give written instructions on how to do a task (reach the cafeteria, tie a shoe, fold a letter for mailing, etc.). Some students follow the instructions and then discuss the problems and complications involved.

14. List the physical attributes necessary for various activities, such as: playing a violin, playing tennis, building a model car, collecting coins, camping, and embroidering.

15. Have a scheduled ten to fifteen minute break each morning and afternoon of each school day (after preparation and discussion of uses of leisure time).

16. Discuss his favorite school subject and leisure time activities that might be related.

17. Analyze the possible rewards of leisure time activities.

18. Have opportunities to exhibit leisure time skills within the school day (talent days, school radio stations, science fairs, art exhibits, fashion shows).

19. Build success attitudes using materials such as open-ended sentence completion instruments, etc.

20. Attend sessions (lectures, demonstrations, video-tape presentations, etc.) presented by workers from the community.

21. Participate in field trips stressing the relationship of occupations and school courses.

22. Participate in developing and acting out role playing situations demonstrating various stages of the life cycle.

23. Participate in mini-courses examining values and value systems.

24. Participate in role playing situations acting out differing values.

25. Plan and participate in developing group activities/courses based on the questions of the students (Youth and The Law Day).

26. Compare several value systems found in literary works.

DOMAIN: LEARNING TO LEARN

CONCEPT: Education Provides for Increased Learning Options

GOAL 1: For the student to secure and synthesize information needed for the achievement of personal goals

OBJECTIVES: The student will....

a. have knowledge of life career resource information/ materials

b. choose appropriate materials providing information needed in achieving personal goals

c. utilize the resource information/materials for life career planning

GOAL 2: For the student to demonstrate the ability to recognize, analyze, and benefit from successes and failures

OBJECTIVES: The student will....

a. participate in invidivual and group activities exploring feelings related to success and failure in an effort to improve self concept

b. evaluate his own successes and failures

c. utilize self evaluation in making new decisions and establishing new goals

GOAL 3: For the student to understand how the social and economic environment affects and is affected by personal competencies

OBJECTIVES: The student will....

a. recognize the effects of the social and economic environment upon his choices and decisions

b. assess the needs of the social and economic environment

c. identify his personal competencies in relation to the needs of the social and economic environment

d. evaluate the economic incentives available in career choice areas

GOAL 4: For the student to be aware of various means of expressing, interpreting and dealing with emotions

OBJECTIVES: The student will....

a. identify differing socially acceptable means of expressing emotions

LEARNING TO LEARN (Continued)

b. explore alternative ways of expressing emotions (socially acceptable and unacceptable)

GOAL 5: For the student to translate ideas into creative forms

OBJECTIVES: The student will....

a. define creativity as any expression of an idea in a personally satisfying way

b. explore alternative approaches to making decisions

c. participate in activities providing opportunities for creative expression

GOAL 6: For the student to develop the ability to make and execute decisions

OBJECTIVES: The student will....

a. identify the sequential steps in the decision-making process

b. utilize the decision-making process in arriving at choices

c. describe the relationships between his value system and his decisions

d. identify the relationship between risk taking, values, and the decision-making process

e. experience the results/consequences of his decisions

f. demonstrate a willingness to deal realistically with the results/consequences of his decisions

GOAL 7: For the student to demonstrate an appreciation of the value of the continuous learning process

OBJECTIVES: The student will....

a. plan his current and future educational activities

b. practice systematic review in order to incorporate needed changes in his educational plans

c. relate current plans to career opportunities

d. examine the various learnings required for the sequenti progression of individuals through various stages of life career development

SUGGESTED ACTIVITIES FOR LEARNING TO LEARN

1. Be provided with educational and occupational information.
2. Be provided information and assistance in interpreting his own test results and other appraisal devices.
3. Do the actual planning and scheduling of his current and future educational activities.
4. Participate in individual and group counseling.
5. Participate in individual and group guidance.
6. Participate in tours and orientation activities including the Guidance Resource Center, Library, etc.
7. Participate in mini-courses and other activities learning how to utilize resource materials.
8. Participate in decision-making activities such as CEEB's "Deciding."
9. Participate in mini-courses, simulation games, and role playing situations learning and using decision-making skills.
10. Investigate facts related to school dropouts (type of job, availability of jobs, etc.).
11. Participate in career day activities.
12. Share feelings related to success and failure.
13. Explore successes and failures by experiencing the role of teacher in relationship with another student.
14. Share in a mutual effort to write a play, compose a song, paint a mural, or engage in other creative experiences.

DOMAIN: LEARNING TO MAKE A LIVING

CONCEPT: Education Emphasizes Pursuit of Personally Satisfying Occupations

GOAL 1: For the student to demonstrate a wholesome and realistic attitude toward work

OBJECTIVES: The student will....

a. analyze the relationships between the benefits provided by society and the work performed by members of society

b. examine the influence of customs and traditions upon one's choice of occupations

LEARNING TO MAKE A LIVING (Continued)

GOAL 2: For the student to observe and explore a broad array of careers and identify the different characteristics of work roles

OBJECTIVES: The student will....

a. inventory the variety of occupations represented in his immediate environment

b. identify the characteristics of occupations that are of interest to him

c. Observe a number of workers in work settings

GOAL 3: For the student to examine his feelings toward different types of work and identify the contributions of different workers to society

OBJECTIVES: The student will....

a. examine the interrelationships, advantages, and disadvantages of various occupations

b. examine the effects of differing attitudes in human relationships related to occupations

c. recognize that work needed by society is honorable, and any worker who performs work is contributing to society

GOAL 4: For the student to select experiences that prepare him for further education and job entry

OBJECTIVES: The student will....

a. participate in a wide variety of activities exploring potential career choices

b. participate in a wide variety of educational activities (mini-courses and/or hands-on activities) exploring potential educational opportunities

GOAL 5: For the student to develop saleable skills compatible with his interests, aptitudes, and abilities

OBJECTIVES: The student will....

a. identify those skills of interest to him and ways of acquiring them

b. inventory skills compatible with his interests, aptitudes, and abilities

c. experiment with those skills of interest to him

LEARNING TO MAKE A LIVING (Continued)

GOAL 6: For the student to acquire the capacity to redirect career goals

OBJECTIVES: The student will....

a. identify the influence of technology on changing job opportunities

b. analyze social and technological changes that may affect his potential occupation

c. participate in individual or group activities exploring feelings related to change and career ambiguity

d. list options related to tentative choices

SUGGESTED ACTIVITIES FOR LEARNING TO MAKE A LIVING

1. Be provided with educational and occupational information.
2. Be provided information and assistance in interpreting his own test results and other appraisal devices.
3. Inventory his interests through surveys, checklists, individual and group activities.
4. Identify achievements through individual and group activities and interpreting achievement test results.
5. Discuss ideas of work contributing to national goals, wealth, and prosperity.
6. Explore how economic needs and wants differ and are provided for by the rewards of various occupational areas.
7. Examine specific changes in selected occupations resulting from technology and automation.
8. Participate in field trips to various industries, offices, and other job settings.
9. Write a job description of work performed by an individual observed.
10. Utilize audio-visual materials related to careers.
11. Participate in activities (role playing, drama, music) focusing on the influence of customs and traditions on choice of occupations.

PREPARATION /

SPECIALIZATION

10 - 12

SENIOR HIGH

GRADES 10-12

DOMAIN: LEARNING TO LIVE

CONCEPT: Education Places Emphasis on People

GOAL 1: For the student to demonstrate knowledge about his own interests, abilities and aptitudes and his relationship with other individuals

OBJECTIVES: The student will....

a. develop an awareness of self through the exploration of interests, abilities, aptitudes and achievements

b. apply self knowledge to personal career planning

c. gain knowledge about human behavior

d. demonstrate skills in interpersonal relations

GOAL 2: For the student to analyze personal interests, aptitudes, goals, and opportunities in identifying possible uses of leisure time

OBJECTIVES: The student will....

a. identify opportunities for productive use of leisure time

b. evaluate and select leisure time activities in relation to interests and capabilities

c. select courses that may be of interest in developing an avocation

d. learn about recreation that will be appropriate to age groups over the life span

GOAL 3: For the student to experience satisfaction as a result of learning

OBJECTIVES: The student will....

a. select school programs and courses based on an understanding of his interests and capabilities

b. set personal goals within attainable limits

c. evaluate his progress toward attainable goals

LEARNING TO LIVE (Continued)

GOAL 4: For the student to demonstrate the ability to clarify his own values

OBJECTIVES: The student will....

a. become aware of differing value systems

b. be able to define and defend his values

c. understand the changing nature of value systems

GOAL 5: For the student to comprehend the characteristic roles of each stage of the life cycle

OBJECTIVES: The student will....

a. demonstrate understanding of how a person moves from childhood dependent roles to independent and interdependent adult roles

b. demonstrate an understanding of the changing roles at various stages of the life cycle

c. demonstrate an understanding and appreciation of the characteristics of life roles such as marriage companion, parent, wage earner, consumer, citizen, retiree, etc.

GOAL 6: For the student to identify alternative ways of accomplishing personal goals

OBJECTIVES: The student will....

a. identify vocations and avocations that are consistent with his interests, abilities, aptitudes and achievement

b. understand how changes in his community and nation can affect chosen career plans and cause one to formulate new life career plans

c. understand how avocations can lead to vocations and how vocations can lead to avocations

GOAL 7: For the student to understand and appreciate people with varying values and life styles and their contributions to society

OBJECTIVES: The student will....

a. understand ways in which individuals differ in their interests, aptitudes, achievements and values

LEARNING TO LIVE (Continued)

b. recognize and understand similar and dissimilar life styles and values

c. study and understand the contributions of various groups and life styles to society

SUGGESTED ACTIVITIES FOR LEARNING TO LIVE

1. Take appropriate tests and inventories and have them interpreted.
2. Develop individual profile of test results with assistance of counselor.
3. Role play situations involving interpersonal relationships.
4. Participate in individual and group counseling for test interpretation, self awareness and interpersonal relationships.
5. Participate in group guidance activities focused on development of interpersonal skills.
6. Take mini-courses/instructional modules in dynamics of human behavior.
7. Prepare checklist of enjoyable activities.
8. Become oriented to community resources for use of leisure time.
9. Become oriented to the school's extra curricular activities (i.e. bridge club, football, etc.).
10. Become oriented to the school's varied programs through group methods.
11. Participate in individual counseling on interests and capabilities.
12. Participate in individual counseling on goal identification.
13. Participate in micro-counseling sessions for purpose of evaluation of progress toward identified goals.
14. Help prepare mini-courses or units concerning values. For example, "Humanities Days" - where students have the opportunity to explore several activities of interest (environmental control, religious philosophies, etc.)
15. Discuss values in individual counseling situations.
16. Role play situations concerning defining and defending values.
17. Debate topics relating to values.
18. Act as consultant in teacher-counselor planned instructional and guidance activities such as a mini-course or two week unit within the instructional program. For example roles of marriage companion and parent might be examined in

LEARNING TO LIVE(Continued)

P.E. with group discussions, role playing, panel discussions with people in the community, etc. The counselor would act as resource person. Such roles as wage earner and consumer might be explored in math and/or social studies.

19. Bring family units into the school for discussion of roles.

20. Visit local nursing homes and follow with discussion of the aged in our society.

21. List and study several occupations that have been modified, eliminated or created by technological changes that can affect career plans.

22. Discuss the relationship among occupations within a cluster.

23. Describe hobbies and the careers associated with those hobbies.

24. Participate in group discussions regarding values and life styles.

25. Organize panel discussions utilizing persons from varying life styles.

26. Write and express orally personal feelings concerning various life styles.

27. Take mini-courses concerning contribution of various groups in society.

28. Invite speakers from various cultures and life styles to talk with groups of students.

29. Identify commonalities and differences of people of varying life styles.

DOMAIN: LEARNING TO LEARN

CONCEPT: Education Provides for Increased Learning Options

GOAL 1: For the student to secure and synthesize information needed for the achievement of personal goals

OBJECTIVES: The student will....

a. gather relevant and pertinent facts pertaining to the achievement of personal goals

b. analyze facts gathered in relation to interests, abilities, aptitudes and achievements

c. determine steps toward the achievement of realistic and meaningful personal goals in respect to potentiality factors

GOAL 2: For the student to demonstrate the ability to recognize, analyze, and benefit from successes and failures

OBJECTIVES: The student will....

a. put successes and failures in realistic perspective

LEARNING TO LEARN (Continued)

b. recognize his capabilities and successes and relate them to his aspirations

c. learn to make realistic choices based on past experiences

GOAL 3: For the student to understand how the social and economic environment affects and is affected by personal competencies

OBJECTIVES: The student will....

a. learn about social and economic institutions and how they affect people

b. learn about relating to people within various job settings

c. learn how personal competencies and the fulfillment of personal goals affect the life styles of individuals

d. learn how to relate environmental factors to personal competencies in making career decisions

e. learn how career decisions affect the developing life style of the individual

f. learn how his life style affects his career decisions

GOAL 4: For the student to become aware of various means of expressing, interpreting, and dealing with emotions

OBJECTIVES: The student will....

a. learn how emotions are interwoven into the fabric of life

b. learn how emotions affect each individual's behavior

c. learn how to express emotions in socially acceptable ways

GOAL 5: For the student to translate ideas into creative forms

OBJECTIVES: The student will....

a. become aware of, explore, and appreciate many forms of creative expression

b. explore and develop differing methods and media for expressing the self creatively

LEARNING TO LEARN (Continued)

GOAL 6: For the student to develop the ability to make and execute decisions

OBJECTIVES: The student will....

a. learn that decision-making is an important process

b. understand that decisions can be impulsive, intuitive or well-planned

c. learn the skills of the decision-making process

d. learn to act upon well planned decisions

e. learn to accept the responsibility for decisions and actions

GOAL 7: For the student to demonstrate an appreciation of the value of the continuous learning process

OBJECTIVES: The student will....

a. learn that education is a life-long process of which schooling is one part

b. learn that an individual can perform adequately in a variety of careers

c. learn that alternatives are available and that flexibility is necessary

d. understand the need to reconsider goals and if necessary formulate new plans

SUGGESTED ACTIVITIES FOR LEARNING TO LEARN

1. Take survey of personal goals.
2. Participate in individual inventory through counseling
3. Review test scores and inventory sheets
4. Participate in group counseling with several students with similar interests and ability profiles.
5. Play creative problem solving games.
6. Take mini-courses in appropriate subject areas, particularly social studies.
7. Make field trips to community agencies and industries to observe workers.
8. Participate in part-time paid work experiences in a variety of settings.

LEARNING TO LEARN (Continued)

9. Participate in individual and group counseling to relate these understandings to the developing abilities and interests of the student.

10. Engage in individual counseling to learn how to deal with emotions.

11. Role play situations to learn how to deal with emotions.

12. Participate in socio-dramas to learn how to deal with emotions.

13. Help develop programs and courses of study which will encourage students to explore many forms of creative expression. These should be open to all students. Examples: industrial arts, shop, art, music, agriculture, crafts, creative literature, speech, etc.

14. Maintain bulletin boards and other means of displaying and communicating varied forms of self expression.

15. Publicize community activities which encourage expression of creativity.

16. Help maintain resource center materials on the arts, etc.

17. Sponsor "creative project" of the week

18. Spotlight occupations which offer avenues for creative expression.

19. Describe a variety of approaches to career decision-making.

20. Discuss factors which affect the student's decisions.

21. Use individualized instructional packets (let each activity guide the student toward his individual solution of the objective).

22. Conduct a survey of obsolete occupations.

23. Do a survey of various post-high school learning opportunities.

24. Become aware of possibilities for continued study by attending workshops, short courses, night classes, etc.

25. Schedule guest speakers from various occupations (include armed services).

26. Help plan work experiences to gain actual short term on the job experience.

27. Provide for continuous follow-up of dropouts and graduates and use information for program changes.

28. Become oriented to all courses in order to focus on career opportunities, related job tasks, requirements, etc.

29. Participate in planning career days, post-high school opportunities days, and field trips.

LEARNING TO LEARN (Continued)

30. Do interview with people from various careers.

31. Research areas to determine what new job opportunities are available.

DOMAIN: LEARNING TO MAKE A LIVING

CONCEPT: Education Emphasizes Pursuit of Personally Satisfying Occupations

GOAL 1: For the student to demonstrate a wholesome and realistic attitude toward work

OBJECTIVES: The student will....

a. develop an awareness and understanding of the American economic system as it pertains to the attainment of personal goals

b. develop attitudes of respect toward work and workers

c. experience a variety of work situations

d. understand that some aspects of all work may be unrewarding but necessary

GOAL 2: For the student to observe and explore a broad array of careers and identify the different characteristics of work roles

OBJECTIVES: The student will....

a. learn the broad occupational clusters

b. learn to identify levels of work within each cluster

c. learn about work through personal experiences

d. learn to adapt his career plans to changing conditions

GOAL 3: For the student to examine his feelings toward different types of work and identify the contributions of different workers to all of society

OBJECTIVES: The student will....

a. learn about the industrial and occupational structure of our society

b. identify the social and personal significance of many different occupations

c. learn about the interdependence inherent in the social and occupational structure

LEARNING TO MAKE A LIVING (Continued)

d. learn to relate knowledge of occupations to knowledge of personal capabilities and interests

e. make tentative decisions based on increased knowledge and understanding

GOAL 4: For the student to select experiences that prepare him for further education and job entry

OBJECTIVES: The student will....

a. select appropriate career preparation options

b. learn entry requirements for career options

c. learn techniques of pursuing career options, such as job interview, post-high school education applications, etc.

GOAL 5: For the student to develop salable skills compatible with his interests, aptitudes, and abilities

OBJECTIVES: The student will....

a. learn skills necessary to acquire entry level jobs

b. learn skills necessary for further education

GOAL 6: For the student to acquire the capacity to redirect career goals

OBJECTIVES: The student will....

a. understand the need to reconsider goals and formulate new plans when necessary

b. identify skills or knowledge utilized in a preferred career which may transfer to another career

SUGGESTED ACTIVITIES FOR LEARNING TO MAKE A LIVING

1. Review economic principles of supply and demand in discussion groups.
2. Role play workers in various settings.
3. Participate in afternoon jobs in areas of interest.
4. Participate in discussion groups on afternoon jobs to discuss undesirable aspects that they encountered.

LEARNING TO MAKE A LIVING (Continued)

5. Use instruments such as the D.O.T., the Occupational Outlook Handbook and Quarterly, the Standard Industrial Classification Manual in getting a picture of our occupation structure.

6. Use audio-visual aids designed to increase knowledge of the occupational and industrial structure.

7. Use units of instruction in appropriate subject matter areas to increase knowledge.

8. Engage in hands-on experiences in a variety of work settings.

9. Participate in individual counseling to evaluate and clarify feelings about work experience and to move toward tentative choices.

10. Engage in individual counseling concerning selection of appropriate career preparation options.

11. Participate in group guidance sessions concerning completing applications for entry into post-high school educational institutions and/or jobs.

12. Help develop a job interview day for representatives from business and industry to interview students for potential jobs.

13. Engage in individual counseling about entry requirements for career options.

14. Participate in group guidance sessions about using college catalogs, technical school catalogs, and other books about post-high school education options.

15. Study and list skills needed for employment.

16. Take field trips to local areas of employment.

17. Schedule guest speakers to discuss needed skills to groups of students.

18. Discuss options available to students in choosing their life's work. Appraise them in terms of self and environmental facotrs.

19. Visit industries and business establishments to observe their retraining career program.

20. Explore many careers other than those one has an interest in.

21. Help create study skills laboratory for exposure to preferred careers.